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ABSTRACT

Print and nonprint resource materials that can be used to teach preschool, kindergarten, elementary, and junior high school children about Israel are cited in this annotated bibliography. A total of 46 materials, most of which were published during the last 20 years, are listed. Trade books written for adults are reviewed in the first section. The second section cites trade books specifically written for elementary and junior high school children. Reviews of teacher handbooks and resource kits make up the third section. The next set of reviews concern non-print media, including films, filmstrips, and recordings. Suggestions for using the materials are provided. Free materials are cited in the next section. The concluding section cites books that can be used to compare and contrast Israeli people and customs with people and customs in other nations of the world. The document concludes with a summary, recommendations, and bibliography of nearly 70 related resources. (RM)

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A COLLECTION OF REVIEWS OF TRADE BOOKS, FILMS, RECORDINGS AND FREE MATERIALS TO USE IN TEACHING YOUNG CHILDREN ABOUT ISRAEL

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for the course E591--Exit Project
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INTRODUCTION

American children spend hours of their time in and out of school learning about life in their immediate, local environment and their wider environment, the United States. Young children traditionally begin learning about their immediate families and communities at about age three or four. Throughout their youth, children continue to acquire a wealth of information about the United States. As children grow they are exposed to the media of television, radio, and print, in addition to school social studies curricula. They begin to realize that the United States of America is but one nation on the globe.

It is believed that more efforts need to be made to make our young children aware that people live, play, and work in other countries.

> We need to begin early in the education of the child to prepare him to live in a multicultural society and a world culture. Worldmindedness means a sense of global responsibility ... We are calling for beginning the teaching of world perspectives in early childhood education and not holding back until the later years of elementary ... (King 1973)

Most educators of young children would agree with Furfine and Cohen-Nowak who state, "Young children are like sponges - they soak up everything. They are exuberant each time they learn something new and demonstrate joy and excitement as they show off their new learning to others." (Furfine and Nowak 1981) In accordance with these concepts, it would seem that the time to begin making American children aware of other countries is in the early years of their educational experience.

STATEMENT OF THE PROBLEM

There is agreement among Jewish educators that developing a positive sense of Jewish heritage in youngsters is a challenge in the United States today. (Ginsburg 1970) Jewish educators create an enthusiasm for Judaism and its historical events using the study of the Torah and related historical doctrine.

Jewish children, particularly those who attend a Jewish Day School, begin learning about the history of the Jews and the history of the homeland, Israel, at a very early age. Israel becomes a place where Jews lived "long, long ago." It is difficult for them to comprehend that Israel is a place where Jews still live today.

PURPOSE OF THE STUDY

The preschool, kindergarten, or primary teacher will need to familiarize himself/herself with published materials about Israel to which the children can compare and contrast their own environment and life experiences. "Children of this age need concrete and visual clues when dealing with abstract or conceptual information, especially about a country which most have never seen." (Borovetz 1983) After exposure to many facets of current daily life in Israel as well as to remnants of Israel's past, young children will have the knowledge that Israel is a place they can really visit by purchasing a ticket and boarding an airplane. Israel is a country which is important to many people of many different faiths. The materials in this collection can be used by teachers who wish to teach young children about Israel either in public or parochial schools.

ORGANIZATION OF THE STUDY

Several types of materials which provide information about Israel are included in the reviews. The reviews are comprehensive rather than brief. This allows persons making use of them to make appropriate choices for their purposes of study. Trade books written for adults comprise the first portion. Some of these are included due to the excitement instilled in the reader by the commentary. It is hoped that this excitement about the subject, the country of Israel, will be passed on to students. Other books in this section are included because they contain beautiful photographs of the country. The teacher should make these photographs available to students. Many of these books contain common material but it was felt that each had an outstanding feature which prompted its inclusion.

The second section of reviews is also made up of trade books. These books were specifically written for junior high school and elementary school age children.

Reviews of materials which are considered teacher handbooks or resource kits make up the third section. The handbooks cover a general course of study for Jewish young children and each includes a section of lesson ideas to use for the Yom HaAtzma'ut holiday.

The next portion of reviews are written on non-print media, that is films, filmstrips, and recordings. The intended grade levels on these materials are varied. Each review will give suggestions for use with younger children.

Free materials are reviewed next. These will give the teacher more current facts and details than materials included in the

first four sections.

A teacher who chooses to integrate curriculum may select books from the final section of reviews. This section includes books which can be used to compare and contrast Israeli people and customs with people and customs in other nations of the world. Some suggested topics for contrast and comparison are pioneers, shelters, and jobs.

LIMITATION OF THE STUDY

A few trade books suggested for review were unavailable due to recent publication dates. Others could not be located by the Indiana University library system. A separate bibliography for these is included. Other reviews published on the materials were cited when available. Some however were not found in the reviewing tools. No reviews were located on the films included. According to Al Large of the Indiana University South Bend audio visual department, many films written for educational purposes are not included in the reviewing sources due to the high cost of the listing.

Due to the early copyright dates of some resources ISBN numbers were not listed. Also, a Library of Congress number was not available in many cases. When a current cost of the material was available it was included. The current cost was not available on the major portion of books and materials reviewed.

GLOSSARY

free materials -- "instructional materials that are available at little or no cost to the teacher." (DuVall and Rueff 1983:1)

trade book -- "a book published for the purpose of giving the reader pleasure and of feeding his interest for pleasure." (Good 1973:68)

Western Wall/Wailing Wall (Jerusalem) -- "that section of the western supporting wall of the Temple Mount which has remained intact since the destruction of the Second Temple (70 C.E.). It became the most hallowed spot in Jewish religious and national consciousness." (Encyclopedia Judaica 1972:vol.16, 467)

Yom Ha Atz ma'ut -- "This holiday is the newest of all the Jewish holidays as it commemorates the founding of the State of Israel on May 14, 1948." (Furfine and Cohen-Nowak 1981:81)

Judaism -- "the religion, philosophy, and way of life of the Jews." (Encyclopedia Judaica 1972:vol.10, 383)

Negev -- "an area comprising those southern parts of the Land of Israel which are characterized by a totally arid desert climate, contrasting with the semiarid Mediterranean climate of the country's center and north." (Encyclopedia Judaica 1972:vol.12,926)

moshav -- "cooperative smaliholders' village in Israel combining some of the features of both cooperative and private farming." (Encyclopedia Judaica 1972:vol.12,435)

kibbutz -- "The kibbutz is a voluntary collective community

mainly agricultural, in which there is no private wealth and which is responsible for all the needs of the members and their families." (Encyclopedia Judaica 1972:vol.10,963)

Torah -- "from the Hebrew hifil which means 'to teach' ... and the word is used for the whole corpus of Jewish traditional law from the Bible to the latest development of the halakhah, law." (Encyclopedia Judaica 1972:vol.15,1235)

Sabbath -- "the seventh day of the week, the day of rest and abstention from work." (Encyclopedia Judaica 1972:vol.14,558)

Sabra -- "Native born Israelis are known as sabras named after a local fruit that is soft on the inside but hard and prickly on the outside." (Zohar 1977:12)

Integrated curriculum -- "a curriculum organization which cuts across subject-matter lines to focus upon comprehensive life problems or broad areas of study that bring together the various segments of the curriculum into meaningful association." (Good 1973:159)

preschool period -- "a term that usually refers to that period in a child's life when he is between 2 and 5 years of age." (Good 1973:435)

primary grade -- "any one of the first three grades of an elementary school." (Good 1973:263)

social studies -- "those portions of the subject matter of the social sciences, particularly history, economics, political science, sociology, and geography, which are regarded as suitable for study in elementary and secondary schools ... " (Good 1973:541)

Jewish day school -- "a school, also called Yeshivah, that provides both religious and secular education; usually designated as day school or all day school to differentiate it from other Jewish schools that are supplementary schools where the education provided is confined to Jewish education and is regarded as supplementary to that of the public school." (Good 1973:165)

Bedouins -- "are members of any of the Arab bands that roam the deserts of the Middle East. They lead wandering lives, moving herds of camels, goats, and sheep from oasis to oasis." (The World Book Encyclopedia 1976:vol.B,153)

hands-on activities -- "A ... child learns only through direct and concrete experiences - by manipulating and sensing the environment." (Furfine and Cohen-Nowak 1981:7)

ADULT BOOKS

ABE HARMAN and YIGAEL YADIN Israel
156 pp. Massadah Ltd. 1958

This adult book contains a collection of mostly black and white photographs with a nine page preface written by David Ben-Gurion. In the preface, he discusses the creation of the state of Israel as being the fulfillment of the visions of the Biblical Prophets. His well-written discussion makes one feel a sense of the miraculous as he tells the ancient history and unfolds the wonder that the state Israel has become through the hard work of those who have immigrated there.

Although this book is more than twenty years old, the primary teacher may wish to include it in the Israeli presentation. The oversize book contains many full page photographs which are clear and need little explanation. Simple two and three word descriptions are provided in the text. It gives an overall picture of the country including ancient ruins and sites of interest as well as modern technology, homes, farms, and entertainment centers. The teacher should introduce the book in a full group session, then leave the book at a center where children can browse when they have ample time. Many of the pictures lend themselves to creative story writing which may be done in small group sessions or individually.

NOEL CALEF The Israel I Love
160 pp. Leon Amiel 1977

This is an adult, large size, book. The author feels that the Bible is Israel's life story. The whole text of the book, with the exception of the foreward by Josef Kessel, is a retelling of Israel's life story. Initially the author relates Biblical times and Biblical happenings to the scientists' schedule of the evolution of man and animals. He then continues to describe the cities and important historical places by telling what happened there according to the Old Testament and the New Testament. Calef often stops in his descriptions of situations that occurred to ask why they happened.

The book includes 60 full color and 62 black and white illustrations. The photographs are excellent and provide the reader with a high quality tour through Israel. Most are full page photos; some are double page spreads. The illustrations are accompanied by short descriptions; they do not follow the text. Many times the reader must turn two or three pages to finish a sentence in the text. This may be annoying to some readers. Since the book is set up in this manner one may wish to read the text first, then start over to enjoy the pictorial tour.

The text of this book is certainly not appropriate for elementary school children. However, it is included because the book is large and the pictures are wonderful. It provides a multitude of sights for a pictorial tour. Some photos which are included that are different or have been omitted from some of the other books in this study are the following: the underground caves of Beit Govrin; a glass blowers' workshop in Hebron; the monastery of Karantel (built into the side of a mountain); a Bedouin desert encampment; the Wingate Institute (main sports training center); and the Helena Rubinstein display of modern art at the Tel Aviv Museum. Many of the pictures included that are similar in subject to those found in other books such as the Dead Sea were found to be of far superior quality in this one. Young children would probably enjoy "reading" this book on their own if placed in a listening center with a tape provided to give brief oral descriptions of the pictures. Drawing paper could be provided there for use after the reading. The children could imagine themselves in one of the places in Israel that they viewed in the book. They could make a picture about their adventure and then dictate a few sentences for the teacher to add to their page.

ERICH LUTH Israel
61 pp. French & European Publishers Inc. 1960

This adult book includes an introduction by Erich Luth followed by thirty color photographs taken by A. D. Arielli. The book jacket states Mr. Luth's belief that there is probably no other country as fascinating as Israel. As one reads the text one feels the excitement and awe about this land which seems to have come about through a series of near miracles. The text, though brief, is skillfully written. The reader gets a good understanding of the geography, history, and people of this small nation. When the size of the country is discussed the author states that the country is physically small but that its size is determined not by its miles of land but by the height of the heavens above it. After reading the introduction and viewing the gorgeous color photographs one cannot help but agree with Mr. Luth.

The text of this book is definitely not written for very young children, but the teacher who is teaching young ones about the land of Israel should not pass up the text. The feeling it brings about the country will help to get the students excited as you share the photographs. The book is small in size, approximately 7 inches square, but the photographs are quite well done and should not be omitted due to their size. The book could be used with small groups or more effectively, photos could be transferred to slides and shown on a screen. Historical scenes are contrasted to modern ones in the photos, and places of interest to Jews as well as Christians are included. A paragraph of interesting facts is provided for each photograph. One which would be of particular interest to young Jewish children is the picture of the ruins of the synagogue of Kfar Bir'am. The grave of Queen Esther is said to be at this site. The joyous Purim holiday is celebrated each year to remember how the bravery of this queen saved the Jews from being killed. A Purim parade in Tel Aviv is also included. This Purim celebration may be compared to the way Jews celebrate in America. Another photograph that could be a discussion starter is the view of Haifa, an important port city. The meaning and importance of port cities could be discussed. American port cities could be identified also. Perhaps the discussion might include why some products are shipped by boat and other products by other means, such as air.

ELEMENTARY AND JUNIOR HIGH SCHOOL LEVEL BOOKS

SONIA GIDAL Meier Shfeya A Children's Village in Israel
42 pp. Behrman House, Inc. 1950

Second through fourth grade children will enjoy reading this book independently. Younger children will also find it interesting if it is read aloud to them. Children's villages were established in Israel to house and train orphaned Jewish children after Independence was declared. Organizations such as the Junior Hadassah of America, mentioned in this book, helped maintain the villages. Although the pictures are black and white and not of excellent quality, the text is interesting and moves at a fast pace which should hold youngsters' attention. The text is written as a letter from a boy who is a new member of the village to friends he left behind in his old home. He is quite excited about his new life. Information about the organization of the youth village is shared as well as facts about the climate and animal life of Israel.

This book could easily be used as a creative writing story starter. After reading it aloud to the group the teacher could briefly discuss the reason the youth villages were established and review some of the more important facts learned through the boy's letter. Then she could ask each child to imagine that he or she had just arrived in a similar village. Sometimes turning off the lights or closing eyes for a few minutes helps children to imagine themselves in a new situation. Ask the children to express how they are feeling in pictures which they can tell about orally to the group at a later time. The teacher may have the children dictate sentences to be written on the pictures and compile them into a book which can be left at an area set up for free time activities.

Reviewed in: Booklist 47:266, April 1, 1951
Library Journal 76:339, February 15, 1951

DANAH ZOHAR Israel
63 pp. Silver Burdett 1977 ISBN 0-382-06146-2

This book, written on the junior high school level, gives a bit of information on many segments of Israeli life. Three to four marvelous color pictures appear on each page. Information is provided in regular paragraph form as well as in colorful maps, graphs, and charts. Israel begins with a look at the immigrants who have come to settle there from all over the world. The types of land and a discussion of the climate come next. Three well written sections which provide information that has been slighted or left out of other trade books on Israel are the following: The Israeli character; The arts; and industry and crafts. The section on family life shows a Bedouin Arab family in its tent, a sabra family at a picnic lunch in a Jerusalem park, kibbutz children visiting in their parents' rooms, and an Orthodox family on a Sabbath walk through Jerusalem. A pictorial timetable for an urban family's day is also given in this section. Other portions of the book include the following: Media and communication; Celebrations and festivals; East meets West in the market place; Eating the Israeli way; and Hopes for the future. The book is concluded with a reference section which gives facts and figures in chart and map form. This section includes information on human and physical geography, government, history, and the economy. Israel is an excellent resource book on modern Israel. This collection of interesting facts and current photographs should not be omitted when selecting trade books on Israel.

Although the copyright on this book is 1977 it is one of the newer books available on the state of Israel. Primary students will find many portions of the book of interest. The teacher must prepare a shortened version of the text in many cases but the photographs of the people in normal everyday activities are superb. Teachers who wish to teach young children about the modern state of Israel will find this book one of the best teaching tools available.

Reviewed in: New Statesman 94:629, November 4, 1977

BRACHA WEINGRAD Dani On The Kibbutz
22 pp. Kiryat Sepher Ltd. 1964

Dani On The Kibbutz is a delightful children's picture book. The illustrations done by Sabbatai are simple drawings printed in blocks of bold, vibrant colors, sure to keep a young child's attention. Dani lives on Sha'ar-Hanegev kibbutz in the southern hot desert region. All the children and even some of the adults are very excited because Dani's father bought a baby camel at the Bedouin market. It is to be delivered to live at their kibbutz zoo. When the camel arrives Dani and the other children help feed and water it. Then they sing a song and dance the hora around the baby camel. The story ends that night with Dani and his sister Mira creeping quietly back to tell their new friend "leila tov," good night.

This book can be read and enjoyed by young children as is. The teacher need not adapt for use because it is a simple book, written specifically for the primary level. Children who have been taught a few Hebrew words and have learned the Hebrew alphabet will recognize the few words inserted in the English text.

ANNA RIWKIN-BRICK and LEA GOLDBERG Eli lives in Israel
48 pp. Macmillan Comp. 1964

Eli lives in Israel, though written at a second to third grade reading level, will be of particular interest to younger children due to the characters' ages. Eli and his friends live on a kibbutz farm called Revivim. They are five and six years old. The introductory section of the book describes living arrangements on the kibbutz. It also describes the hot desert. Black and white photographs show the children's favorite play area, an ancient stone wall. The photography is especially well done. Each and every photograph of the children shows genuine facial expressions. The children's emotions are easily read through the pictures. Eli's father is an archaeologist and he invites Eli and his friends to go with him to an old city where he has been digging. They make a stop at a Bedouin camp on the way. One of the girls gets a turn to ride a camel and they enjoy the sheep with which they are quite familiar since they have some of their own. They get especially excited by a small white donkey. When Father finishes his business he sits with the children and compares the desert they are seeing now in the Springtime to the summer desert which will be bare of plants. He then reminds them of other areas of Israel that they have visited which are not desert areas. A photograph of a waterfall at Ein-Gedi and one of a valley in Galilee covered with flowers are included here. Soon they arrive at the old city and all the children get a chance to dig. A few small finds are made by the children before it is time to start for home. On the way home, Father surprises them by stopping at the Bedouin camp again. He buys the white donkey for all the kibbutz children and Eli, Anat, and Saul are allowed to ride it home.

The primary grade teacher should emphasize two things at the conclusion of this story. The first is to draw similarities between Israeli youngsters and American youngsters. There is a scene where Eli's friends tease him and he cries as they are playing. Children should easily identify with Eli's feelings at that point. The other portion of the book that should receive special emphasis is that which shows the children at the archaeological dig site. The children might imagine what someone might find if they dug up the city of South Bend or their own house hundreds of years from now. Ask what information our artifacts might give about us.

Reviewed in: Library Journal 90:2014, April 15, 1965
Christian Science Monitor p5B, May 6, 1965
Times (London) Literary Supplement p516, June 17, 1965

MIROSLAV SASEK This is Israel
60 pp. Fratelli Fabbri Editori 1962

Unlike many of the informational books on Israel this one (reading level for eight years and up) resembles a child's picture book. The pictures are drawings rather than photographs, and all are done in bright, vivid colors. Many pictures are simply labelled for identification. Some are described with quotes from the Bible. The descriptions are brief, usually not more than a sentence. The fertile land which produces wheat, barley, figs, pomegranates, olive oil, and honey is shown. A beautiful waterfall at the foot of Mt. Gilboa is accompanied by a quote from Deuteronomy that describes waters that spring out of valleys and hills. A tourist boat floats among tall green papyrus reeds in Upper Galilee. The ancient mines of King Solomon at Timna are shown contrasted to a modern mine close by. Ancient cities are shown in contrast to modern ones. A modern city street shows cars as well as camels transporting people. Different peoples of Israel are described as well as their places of worship. The book ends with drawings of the desert. First, barren hills are shown. Then we see a desert area with a kibbutz community in the center.

At first glance this book may not seem appropriate for young children because many pictures are described with quotes from the Bible. However, as one studies one page and then the next, it becomes clear that the book is appropriate for several reasons. The text is quite brief. The children get a look at Israel as if they were on a tour. This book would be appropriate to a role playing situation. The class group could be a tour group. Drawings might even be used with an opaque projector and projected onto a screen. The sights would be more true to life size if shown in this manner. Throughout the book historical places are continually compared and contrasted to the modern. Young children who learn about historical Israel prior to learning about the Israel of today might find that this approach to their learning makes modern Israel a little easier to understand.

Reviewed in: Christian Science Monitor p 11, February 21, 1963.
Commonweal 77:210, November 6, 1962.
Hornbook 39:182, April, 1963.
Library Journal 87:4622, December 15, 1962.
New York Times Book Review p 36, December 9, 1962.

CORDELIA EDWARDSON. Miriam Lives In A Kibbutz
48 pp. Lothrop, Lee & Shepard Co. 1969 Library of Congress: 75-155754

Youngsters will be intrigued by this story from page one, where we meet Miriam, a five year old Moroccan Jew who arrives with her parents to live on a kibbutz in Israel. The reading level is second to third grade. A great deal of information about kibbutz life is gained as the book progresses but the main focus is on Miriam, who is unhappy and quite angry at being deposited in the children's house away from the place where her parents will stay. The photographs of Miriam tell the story. Youngsters will readily identify the feelings of loneliness, fear, and anger shown in the photos as we see Miriam's first evening and day on the kibbutz. The hero of the book is eight year old Daniel who takes it upon himself to see that Miriam does learn to accept and enjoy her new life. Miriam's expressions turn from anger to joy and wonderment as Daniel shows her his parents' house, the library, the store, the hobby room, the juice canning factory, the animals, the swimming pool, and a beautiful waterfall. At the close of the book, Miriam gets a surprise - the children have chosen her to be the "Queen of the Sabbath." She gets to light the Sabbath candles, which is a big honor.

Children at the primary level can easily understand the feelings Miriam is experiencing as she enters her new life on the kibbutz. This may be a good opportunity for discussing moving to a new place, as well as discussing a kibbutz community.

Reviewed in: Times Literary Supplement p. 1463, December 11, 1970

JONATHAN RUTLAND Take A Trip To Israel
33 pp. Franklin Watts Limited 1981 ISBN 0-531-04318-5

A good deal of information as well as several geographic areas are covered in this 32 page book. It is noted that Israel is the homeland of Jewish people but also tells of the Arabs, Moslems, Christians, and Beudouins for whom Israel is also an important place. An alley filled with small shops is shown in the Old City of Jerusalem in contrast to photographs of Tel-Aviv-Yafo, a large new city which houses big businesses, concert halls, theatres, and museums. Desert areas are shown which must have water piped in. One also gets a brief look at modern homes, school children, holiday celebrations, kibbutzim and wildlife. The photos are clear and colorful enough to captivate even the younger audiences. The book level is Grades 1-3.

This book is short enough and the photos are interesting enough to keep the attention of young children. It might be advisable to omit part of the text when dealing with Kindergarten children. This book could be used in the introductory portion of a unit of study on Israel. Some photos also lend themselves to direct comparisons to the United States.

Reviewed in: Booklist 78:438, November 15, 1981.
School Library Journal 28:131, March 1982.

SEYMOUR REIT A Week in Hagar's World: Israel
45 pp. Macmillan 1969 Library of Congress 69-16487

This primary level book begins with a full page close-up photograph of Hagar. Hagar lives with her mother and father and sister, Nurit, in Israel. Her family works with many other families on the Na'an kibbutz farm where they live. Hagar's school is shown, where she is in the first grade. She learns to read and write Hebrew. Many school activities are shown including Hagar's class working in their own vegetable garden. Oranges are the most important crop on the kibbutz. The children help the adults pick when the oranges are ready. The oranges are sent all over the world. Adults work at the jobs they like and do best. The less desirable jobs, such as chores in the dining hall, are rotated. All the families eat together in a large dining hall. Through the week children are shown in sleeping quarters with their classmates. For the Sabbath, each Friday night, Hagar sleeps in her own room at home with her parents. Saturday is a day for the family to be together. The book is filled with large, clear, black and white photographs which truly capture the feelings and emotions of the characters.

Primary grade children can gain a wealth of knowledge from this book. They will find many similarities between Hagar's school world and their own. Jewish Day Schoolers may be surprised to learn that kibbutz children have a Sabbath party similar to their own each Friday at school. It would be interesting to discuss the sleeping arrangements for kibbutz families. It should be pointed out that a kibbutz farm is a special kind of farm. It is for people who choose to live and work closely together. A discussion could be held to determine which children in the class would choose to live on a kibbutz and which would choose a more traditional living arrangement if they had the choice to make.

Reviewed in: Center for Children's Books Bulletin 23: 150, May, 1970.
Kirkus Reviews 37:721, July 15, 1969.

DAVID A. ADLER A Picture Book of Israel
40 pp. Holiday House 1984 ISBN 0-8234-0513-3 $10.95

A Picture Book of Israel contains fifty-four black and white photographs. Two to six descriptive sentences accompany each page of the photographs. Intermediate grade children will enjoy learning about Israel through reading the book independently. Adler has chosen a good combination of the old and the new to give children a window to one of the most amazing people and country in existence today. Adler shows the following to the reader: the mountains, seas, desert, and plant life; the diversity of people; the big city life of Tel Aviv; a Bedouin settlement in the sand; ancient places of worship for all faiths; and war memorials to Jews who have died fighting for Israel. A detailed index is included on the final page of the book which will allow the reader to find specific information quickly. The photographs are splendid, it's unfortunate that none were printed in color.

Adler's picture book is a good resource book to use as a jumping-off place with young children. The teacher may wish to read it in two sittings due to its length. Some of the text may need to be omitted or condensed for the primary level. It is suggested that the teacher provide a large outline map of Israel that the children can fill in as the book is read. The map should be large enough to enable students to provide small pictures and name important cities and areas. The teacher should have small squares of paper prepared ahead of time. The students can quickly produce the pictures they feel are important as the study through the book continues. It is felt that the students will retain much more information if they fill in the map than if the teacher completes it. The map should be placed in the center of a large bulletin board so that additional pictures can surround it as the Israel study progresses. These can be attached by strings to appropriate locations on the map.

JONATHAN RUTLAND Looking at Israel
63 pp. A & C Black LTD 1970 Library of Congress 75-104659

Jonathan Rutland provides an excellent resource book for intermediate grade students seeking general knowledge about Israel. The book contains a table of contents as well as an index so that one can check for specific information quickly. The book is divided into seventeen units. The units include the following: Israel and the Israelis, Homes and Food, The Arabs, Jerusalem, Tel Aviv/Jaffa, Haifa and Acre, Schools and Hebrew, The Kibbutz and Farming, The Waters of Galilee, Safad, Tiberias, and Nazareth, Religion and Festivals, The Dead Sea, The Negev Desert, Yotvata, Industry, Beersheva, and Bedouins, Eilat and 4000 Years of History. Each well-written unit provides several facts and points of interest. Most units contain historical facts as well as describe the present situation. Color and black and white photos are provided on each page which help to keep the reader interested in the text and make the miracles of Israel come alive in a sense to the reader. Each section is brief but packed full of interesting facts which serve to give the reader a feeling of what life must be like for the hard working, determined Israeli people.

Although the reading level of this book is geared to fourth through sixth grade pupils it seems that many portions could be read aloud to young primary children and be easily understood by them with a minimum of clarification needed from the teacher. Youngsters should find the many photos quite interesting. Many are quite different from scenes our American children are familiar with in their daily lives. Several contrasts should be noted. Comparisons as well can be drawn by young children both to several photos as well as portions of the information provided in the text. Food stalls and restaurants on the street may be strange sights, but the school scenes are quite similar to our own. Youngsters may be surprised to see the simple, plain interior of a modern apartment in Jerusalem, but after discussing the housecleaning required due to the hot, dry climate they should understand why shelters must be easy to clean. This book could be used as a guide for an entire study in a classroom of kindergarten or first grade children. Youngsters should be able to grasp a bit of information from each unit. Children would be able to build three-dimensional models to illustrate many facts learned. Truly curious students may suggest doing an experiment with water and salt after reading the information section on the Dead Sea.

Reviewed in: Booklist 67:621, March 15, 1971.
Library Journal 96:744, February 15, 1971
New Statesman 80:614, November 6, 1970.
Publishers Weekly 198:280, August 31, 1970.
Times Literary Supplement p. 1463, December 11, 1970.

SAMUEL AND TAMAR GRAND The Children of Israel
55 pp. Twayne Publishers, Inc. 1972

The authors of this book explain in the introduction that they believe children learn a great deal through visual perception. Therefore, one half of the space in The Children of Israel is devoted to pictures. There is a table of contents at the beginning of the book listing ten units. The authors begin by explaining that Jews everywhere are "children of Israel" because their ancestors originated there. The authors highlight the main points in each unit in darker type than the rest of the print. This makes it easy to use with young children who would not have the attention span to listen to the book in its entirety. The book is totally devoted to children and their various daily activities and their participation in special holiday celebrations. The book includes information on the following topics: children at school and play; children growing up on a kibbutz; children enjoying the outdoors; children of many origins; Arab children; Jerusalem: and holiday celebrations. The book is quite enjoyable for youngsters since it is devoted to Israel's children.

The teacher may wish to introduce this book in a full group session, giving a brief explanation for each section. It is then suggested that the book be made available for children to look at individually or in pairs. Many of the pictures are small and the children would not be able to enjoy them in a large group. Young children should be able to see many ways in which the children of Israel are like themselves. American Jewish children may be surprised to learn that the Chanukah holiday in Israel is celebrated with much the same importance as Christmas in America.

Reviewed in: Library Journal 98:1002, March 15, 1973

ROY PINNEY Young Israel
64 pp. Dodd, Mead & Company 1963 Library of Congress 63-16267

Young Israel begins with a brief history of the country of Israel. The author makes the interesting statement at the end of the brief historical review that Israel is the only nation in the world that uses the Bible as a history book, a geography book, and a hiker's guide book as well. The remainder of the book contains clear black and white photographs of the children and young adults of Israel both at work and at play. The photos are accompanied by brief informative paragraphs to describe them. Israeli children of many origins are shown as well as the native born "sabras" of course. The term "sabra" comes from the comparison of the native Jews to a desert cactus which is thorny on the outside but sweet on the inside. Both Jewish and Arab schools are shown. It is explained that high regard is given to education. One of the first laws passed called for free, compulsory education for children ages 5 to 14. Hebrew is the language used in schools, newspapers, and business. Hebrew classes for adults (new immigrants) are shown as well as children. The Youth Aliyah (youth immigration) movement is explained. A children's community of this type is shown in Jerusalem where high school boys learn trades. The youth are shown enjoying outdoor sport such as swimming and tree-climbing which are quite popular due to the six rainless months between May and October. Children are shown doing various chores on a kibbutz. Music is important to children as a form of recreation also to be enjoyed when chores are finished. School children learn part of their history by taking field trips. In Israel one need not be a professional archeologist to become involved in digging up history. People of all ages in Israel enjoy following archeological findings. Photographs of youth in the Israeli army are shown. Several final pages are devoted to explaining life on a kibbutz. This book is twenty years old; however, it made the point clear that a mother or a father on a kibbutz would take time out to put the baby in a carriage for a walk.

This book shows many aspects of the lives of Israeli children. Each photo shows a quite specific activity that young children could easily relate to and understand. The book would lend itself to asking young children to directly compare situations in their lives to those situations in the lives of Israeli children. They will probably be able to note many similarities, particularly in the school and recreation photographs.

NORA BENJAMIN KUBIE Israel
66 pp. Franklin Watts, Inc. 1978 ISBN 0-531-02239-0

Israel by Nora B. Kubie is one of the more recent books available to children in the intermediate and junior high grades. The original book was copyrighted in 1968. This version is the third revision. The book is comprised of five chapters with sixteen full page black and white photographs. Kubie begins by telling the early history of the country. The next chapter describes the process by which Israel became independent, beginning with the Balfour Declaration of 1917 which states that England approved of a national home being established for the Jewish people. The author proceeds to describe the old towns and new ones of Israel. This section includes facts about the Bedouin Arabs, Israeli Negev settlers, tourist spots, climate and the water shortage, agriculture, factories and mines, port cities, Tel Aviv, and Jerusalem. The final portion of the book gives a brief overview of the Arab and Israeli conflict. The wars of 1956, 1967, and 1973 are discussed.

This book is highly recommended to be read before introducing a unit on Israel to young children. The text packs a great deal of information into a few paragraphs on each page. The reading is interesting and moves at a fast pace. Upon finishing the book, the reader cannot help being impressed by the determination of those who have chosen Israel as their home. It is hoped that the interest and enthusiasm the book imparts to the teacher will be shared with his or her students. Some specific activities for young children may be developed from the fourth chapter which includes the information about products of Israel. Students could brainstorm about items in their environment which are composed of the materials produced in Israel such as glass, cotton, copper, and clay. A picture on page 43 shows strange formations made by dried salt on the shores of the Dead Sea. This photograph may suggest experiments to try in the classroom using salt and water.

Reviewed in: Kirkus Reviews 36:1118, October 11, 1968.

SHIRLEY STERN Exploring the Jewish Holidays and Customs
190 pp. Ktav Pub. House Inc. 1981

This is an intermediate grade level book which provides a wealth of information about Jewish holidays and customs. The purpose of the book is to explain to Jewish boys and girls the everyday things that are done or experienced because of Jewish ancestry. The first chapter deals with daily prayers, dietary laws, and giving charity. Next the Sabbath celebrations of ancient and modern times are discussed. Sabbath in Israel is a day when all businesses as well as government offices close. The entire country becomes quiet. A section is devoted to the Torah, the Jewish Bible written on a scroll of special parchment paper. The Jewish calendar is explained and compared to the solar calendar. A brief but excellent explanation is given for each Jewish Holiday. Included are descriptions and photographs that explain the special Israeli customs for the holidays. These explanations are interesting and clear. The book is recommended for non-Jews who wish to acquaint themselves with Jewish life.

The primary grade teacher may use this book to discuss holiday celebrations in Israel. The children should be able to draw comparisons and contrasts between American and Israeli customs, particularly for the Chanukah and Purim holidays. Children will learn that Chanukah is celebrated in Israel in a manner similar to the way Christmas is celebrated in the United States. Chanukah menorahs (candlesticks) are displayed on top of every public building and synagogue. A freedom torch relay race (originating in Modin) is also held at Chanukah time. The Purim carnival and parade celebration in Tel Aviv can be compared to the American New Year's Day celebrations.

JOAN COMAY and MOSHE PEARLMAN Israel
120 pp. Macmillan Company 1964 Library of Congress 64-14042

This junior high school level book begins with an introduction by Golda Meir. Nine chapters follow the brief introduction. The first chapter relates the history of the nation from biblical times through 1948. The author describes the nation of Israel as forming in a manner similar to the way the United States formed, but more quickly. The next chapter tells about archaeological studies. A double page spread photograph of the ruins at Beit Shearim shows a clear example of the cities built on top of cities which are described. Next, geography and climate are discussed. The distinct regions of flat plains, rolling hills, and desert are described. A discussion of the varied people of Israel follows the geography section. Pictures of a Bedouin family and Druze chieftains are used as examples of non-Jewish inhabitants. One chapter is devoted to an explanation of the government system and defense. Every Israeli citizen, including immigrants and Arabs, has the right to vote after attaining the age of eighteen. Men and women alike are drafted into military service at age eighteen. The authors note that the Israeli defense forces make up what they lack in numbers by high quality training. The chapter that describes the workers of Israel gives a great deal of information to the reader. The kibbutzim and moshavim, cooperative farm settlements, are included, as well as facts on industrial and commercial progress. A detailed description of the settling of the Negev desert region is given. Life for the young Israelis in the Negev is compared to the excitement of the historical life of the "wild West" in the United States. Readers will find the section on the Hebrew language and leisure time activities to be interesting. The language is based on Biblical Hebrew. The government established a Language Academy to create the new words needed for modern objects. Many leisure activities are similar to those Americans enjoy such as movies, dance, and music. Israelis play sports such as soccer and basketball. A favorite outdoor activity is swimming, of course, due to the fine climate. Hiking is popular as is archaeological work. The authors conclude with a section about the youth of Israel. This chapter illustrates the importance that the Israeli people place on education and learning.

Although this book is twenty years old it may be of some use to the teacher in the primary grades. The authors emphasize archaeological findings in several sections of the book. One portion tells of ruins being found that substantiate the facts contained in the Bible. Young child continually ask, "Did that really happen?" when the Bible portions are discussed in the Jewish Day School. Much of the history sounds so foreign to the youngsters of today. If the teacher relates information about the archaeological digs and findings perhaps the Bible stories may become a little more "real" for students. The

teacher may even wish to simulate a dig for students by preparing a section of land for students to "excavate." This book also gives specifics about the climate, crops, and products of Israel. This information should be shared along with the accompanying photographs. Although the photographs are black and white they are clear and include some areas that other sources do not, such as Arabs and Jews voting and a mother watching her children at play with a rifle at her side.

Reviewed in: Library Journal 89:3468 September 15, 1964.
New York Times Book Review p 4, May 10, 1964.

OWEN S. RACHLEFF Young Israel A History of the Modern Nation
123 pp. Lion Press Inc. 1968 Library of Congress 68-19691

Owen Rachleff provides an account of Israel's first twenty years in existence as an independent state. The book is developed over ten units and is written at the junior high reading level. Four chapters give emphasis to the wars that have been fought and the unfriendly countries which neighbor Israel. Another unit deals with the thousands of immigrants that came after independence was declared in May, 1948, and with the many problems they faced. One unit gives vivid descriptions of three important cities: modern Tel Aviv; the port city of Haifa; and the capital city, Jerusalem. Many people live outside the cities in collective farm settlements called kibbutzim and moshavim. Rachleff devotes another unit to a description of these unique communities. Cultural activites enjoyed by Israelis also hold special importance. There is a strong interest in the arts, and archaeology has become a national concern.

Although much of the information in this book is included in other sources in this collection, it is believed that the primary teacher may wish to include it for some of the background information that is unique to it and not emphasized in the other literature. The unit on culture and archaeology gives many interesting details as does the unit on the farm settlements. Thirty-four black and white photographs are included. A few photographs which should be of particular interest to young students show lunchtime in the children's home of a kibbutz, a man standing inside a large irrigation pipe, and an Independence Day fireworks display and celebration in Jerusalem.

TEACHER RESOURCE BOOKS AND MATERIALS

MARVELL GINSBURG Teaching Holidays To Young Jewish Children
205 pp. Board of Jewish Education 1970 $7.95

Marvell Ginsburg's handbook for teachers is an excellent collection comprised not only of lesson ideas for each holiday but also including information about the psychology of young children. She gives detailed lesson ideas and tells why the lesson is important to the child. Enough information is included for each holiday so that a teacher who is not familiar with the Jewish holidays can get a good understanding of the concepts to be taught. A mini resource section can be found at the end of each holiday unit. Suggestions are given for related Jewish content books, for secular children's books with related themes, and for songs and records. The section on Yom Ha-Atzmaut, Israel Independence Day, gives a simple explanation of the holiday, which the teacher can read aloud, as well as suggestions for related art lessons. The preschool teacher who is teaching a unit on the country of Israel could also make use of the chapter on Tu B'Shevat, the Israeli Arbor Day. Integrating the Jewish and secular curriculums is emphasized throughout the handbook. Any preschool teacher should appreciate and benefit from Ms. Ginsburg's philosophies on the teaching of young children.

SANDY S. FURFINE and NANCY COHEN-NOWAK The Jewish Preschool Teachers Handbook
131 pp. Alternatives in Religious Education, Inc. 1981
ISBN 0-86705-004-7 $12.75

In the introduction to the handbook the authors stress the importance of Jewish preschool teachers tuning into the developmental needs of children while creating a Jewish atmosphere which will make children sensitive to their Jewish heritage. The first four chapters of the book give valuable information on parent relations, preschool skill development, appropriate classroom environment, values in a Jewish preschool, and using the Hebrew language in the preschool. Many concepts are dealt with that also pertain to the preschooler in a secular situation; therefore, the teacher in a non-Jewish school will also benefit from reading this handbook. The section on the Hebrew language lists the Hebrew words and transliterations that name members of the family, parts of the body, numbers, clothing, colors, animals, foods, and some other common words. The teacher developing a unit on Israel may find children are excited by learning some of these words in a foreign language. The book then gives lesson ideas for each Jewish holiday as well as suggestions for related literature and songs that the teacher may choose to use. The section on Israeli Independence Day gives four goals with activities to facilitate them. An imaginary trip to Israel is suggested. The ideas given are excellent and could easily be adapted for the primary or intermediate level. Activities leading up to the trip include the following: making the passports and tote bags; constructing the Western Wall; writing original prayers to put between the stones of the Wall; and making Israeli foods. On the day of the trip children should be asked to dress in shorts. The teacher will check their luggage, then take them to the boarding gate. The children can pantomime a plane ride. Upon arriving at their destination the children do their sightseeing via a slide show. After the slides, the special snacks may be eaten and the children can sing some songs that they have been taught during the unit. Young children should learn a great deal from the imaginary trip activities. Another plus to this handbook is the forty-eight page Appendix and Bibliography section which concludes the book. The appendix gives ideas and resources for the following: telling stories; singing songs; making puppets; cooking; dance and creative movement; rhythms; dramatics; arts and crafts; and field trips. The bibliography is divided into several sections which include the following: references on Judaism for parents and teachers; Jewish early childhood education; secular early childhood education; Bible tales, folk tales and legends; family life; Jewish holidays, symbols, and concepts; Israel; Hebrew language; films and filmstrips; records and tapes; songbooks; arts and craft resources; posters; and puzzles, toys and games. Teachers of Jewish preschoolers and kindergarteners should not pass up this book!

FRANCES BOROVETZ Israel Ditto Pak Grades K-3
34 pp. Alternatives in Religious Education, Inc. 1983 $12.50

The ditto pages in this package are preceded by six pages in which Frances Borovetz gives her reasons for developing the packet. She lists objectives for each lesson, procedures for each lesson, and additional activity suggestions. The author believes that children of this age level need concrete and visual clues to be able to successfully deal with information about a country that they have never seen. The packet can supplement other materials the teacher has chosen, or it can be used as a unit on its own, according to the author. The activities are varied and cover a wide range of information. The following is a sampling of activities provided: completing a passport; making an El Al airplane; discriminating between Israeli coins and coins of other countries; drawing oneself at the Western Wall; coloring Israeli "street food," matching Jerusalem symbols; a searching for pictures of fruits and vegetables that grow in Israel; a kibbutz puzzle; an archaeological dig activity; and Israeli paper dolls. The teacher will find that the procedure directions are easy to follow and that the projects are simple, interesting, and definitely informative. There are twenty-eight dittos with an abundance of additional activity suggestions which are categorized for readers and non-readers. Frances Borovetz has provided teachers with excellent hands-on activities which should help students understand that Israel is a real place that exists in the world today. She has also published an Israel Ditto Pak for Grades four through six.

SOL SCHARFSTEIN Israel Activity Kit Level One
24 pp. KTAV Publishing House, Inc. 1979 $11.90

This kit consists of twenty story lessons. Each lesson is accompanied by an activity. Each story is printed on a four page booklet with black and white drawings to illustrate the topic. Stories contain from three to fifteen simple sentences and are printed in extra large print. Second and third grade readers should be able to read the information provided independently. Kindergarten and first grade teachers will find most of the stories and activities suitable for those levels if used orally. The art activities are simple. Most require only crayons, paste, and scissors, yet the children will have an assortment of attractive projects upon completion of the unit. The following units included in the kit are particularly suited for Kindergarten and first grade students: the alefbet (Hebrew alphabet); the flag of Israel; Israeli money; Israeli foods; the Western Wall; the Biblical zoo; the Bedouins; and chalutzim (pioneers) and kibbutzim. It is recommended that the teacher use other materials to supplement these activities. The students need to see actual photographs of Israel in addition to the simple drawings provided in this kit.

FILMS

The Kibbutz, Cameras International, n.p., 1966
16mm, color, sound, 22 minutes.

The information presented in this film was obtained when members of the University of Chicago faculty visited one particular kibbutz, Ramat Yochanan. This kibbutz originated in 1932. The founders had great respect for the land, which waited 2000 years for the Jews to come to take care of it. Through building roads and draining swamps the Jews felt they had proven that they were strong. A large segment of the film shows the kibbutz society's devotion to its children. They believe that the child is best served by being cared for and educated by the community. The separate housing arrangements for parents and children are explained and shown. The film stressed many points which other resources reviewed have not. Children were shown getting help and comfort, and sharing with their peers. It is believed that the close peer relationships that are formed instill sharing with others as the children mature. Another point emphasized in the film is that a kibbutz does not have rich people and poor people, but all people are socially equal. An older woman interviewed talked about the fact that one cannot be a loner on a kibbutz. One is always among people. Scenes are shown of the botanical gardens on the kibbutz. The biology studied there is important because the people on the kibbutz live by agriculture. The elementary and high school children have their own farm, which is shown. They raise crops and animals. The children are encouraged to visit their parents at their jobs so that the parents can explain their jobs to the children. Sometimes children even get to have a hands-on experience at the parents' job. Teens are discouraged from city life; however, some do make the decision to leave. The final scene of the film shows toddlers at play with mini farm implements.

Many of the concepts discussed in this film could be discussed with young children. The teacher may wish to stop the film for mini discussions throughout. The film is not geared for younger children but with reiteration they should understand and be able to discuss many of the points made. The scenes shown are colorful and the film is fast moving. It should hold the youngsters' interest.

Available Indiana University, Bloomington

Israel: Making A Land Productive, McGraw-Hill, New York, 1967, 16mm, color, sound, 17 minutes.

This film is recommended for intermediate grades through senior high school. Although the movie was not filmed recently, the information it imparts is still pertinent. It covers a broad scope of life in Israel. It begins by showing many people of different nationalities who become Israeli citizens. Geographical and climactic information is provided next in the film. We are then introduced to an immigrant family arriving from Holland. Their new home is Kibbutz Ayelet Hashahar. Communal kibbutz living is then explained. A picture of a bomb shelter which is part of a playground is shown next to emphasize the problems Israel faces with unfriendly neighbors. Next are scenes from Jerusalem. These include the modern Hebrew University shown in contrast to the Orthodox Jewish quarter. Treatment of Israel's Arab citizens is described. Arabs and Jews alike work to make the land productive. Irrigation is discussed in the next segment of the film. The focus of the film is then placed back on the family from Holland and their adjustment to kibbutz life. The point is made that the young children quickly learn the new language and make new friends. The parents are seen trying out different jobs. They will eventually do the job for which they are best suited. We see the Negev desert in the Southern part of the nation. A pipeline from Lake Kinneret (the Biblical Sea of Galilee) travels two hundred miles to this southern area to provide the much needed water to make the area productive. A moshav community is visited. It is like a kibbutz in that machinery is shared. However, land is owned individually. Industry and the exportation of minerals is discussed next. Many minerals are extracted from the Dead Sea. The film gives us a look at tourists enjoying the beaches and at Israel's largest city, Tel Aviv. After a final look at the Myers family, who has settled into their new life on the kibbutz, the film is concluded.

The teacher of young children should use this film after some other resources have been introduced to the children. The film will be more interesting to them if some of the information and sites are familiar to them. The teacher will want to stop the film after each segment for a brief discussion so that the children can have information clarified and get the most learning possible from the film.

Available: Elkhart Public Library
Elkhart, Indiana

Israeli Boy: Life on a Kibbutz, Encyclopedia Britannica Educational Corp., Chicago, 1973, 16mm, color, sound, 16 minutes.

This film is narrated by a young boy, about twelve years of age. He explains the life on a kibbutz as he sees it. The first scene shows the room he shares with two other boys. They live apart from their parents. He has younger siblings who live in another house for the younger children. Even the women on a kibbutz work very hard, so special people are chosen to look after the children in separate houses from the parents. The boy's grandfather was one of the original planners of this kibbutz. He has told his grandson of a time when there were nine others living there with him and the land was hard and dry. Today it's lush and green, and the land is worked with modern tractors. The boy tells viewers that "kibbutz" means to share. Originally crops were shared after they were harvested. Now they grow more than they can eat so they share the profit made. They grow many oranges; the fruit is made into juice and canned in a factory right on the kibbutz, where it is grown. Original settlers of the kibbutz are referred to as pioneers. The kibbutzniks of today do not have to struggle as the pioneers did. There is a small store on the kibbutz as well as a garage and a machine shop. Jobs are shared on a kibbutz, including those in the kitchen and dining hall. The boy's father is in charge of the cotton fields. He is shown checking the underground pipes which carry water. His mother works as an architect. The school he attends is in the same house where he sleeps. Courses taught by the American teacher include math, geography, Hebrew, English, and arts and crafts. In their free time the boys enjoy playing soccer. The children on the kibbutz work at a small kibbutz farm three days a week. They rotate the jobs there often so that they can learn to do them all. When their work day is done, they swim. The boy, along with his siblings, goes to visit with his parents each afternoon before dinner. All the members of the kibbutz eat dinner together in the main dining room. Salad is usually eaten three times a day. Much turkey and fish are used because they're not expensive. Grandpa sits with the family at dinner. On Friday evenings they share a special meal and have Shabbat services in the dining hall. Parents come to the children's houses to tuck them into bed each night. The grandfather has told the boy that this is a tradition from the pioneer days. People work and go to school six days a week. The Sabbath is the exception. The boy visits a friend who has moved off the kibbutz to Jerusalem. Scenes of this Jerusalem visit conclude the film. The boy and his friend play on the ancient steps of the Mosque of Omar. The Wailing Wall, or Western Wall, is included in this segment along with the marketplace lined with street vendors.

This film will give youngsters an accurate, general picture

of kibbutz life. The children should be able to draw many comparisons between their lives in America and the lives of youngsters on the Israeli kibbutz. One of the major themes the teacher should bring up for discussion is sharing.

Available: Indiana University, Bloomington

Melon Boy of Tel Aviv, Yaniv Productions, Israel (?), 1974, 16mm, color, sound, 17 minutes.

This wordless film follows a young boy through a typical day in his life. He wakes in the home he shares with his father, a tent-like structure, outside the city of Tel Aviv. After he prepares a breakfast of coffee for the two of them he starts his day. He feeds his horse, then loads a wagon with fresh, ripe watermelons. After hitching his horse to the wagon he sets off down a modern highway into the sprawling city of Tel Aviv. The passengers in the cars and buses which pass him by do not seem to find a horse-drawn wagon full of melons to be an unusual sight. Once in the city, several views of modern Tel Aviv are shown. One may compare it to Chicago or New York City in America. One skyscraper follows another with construction crews working on future structures. The boy occasionally stops to sell his melons to grocers and to individual patrons. He weighs each melon and money is exchanged. He makes a short stop at a zoo. The film ends at dusk when the boy stops at a camp of Bedouins in the desert. The film is rather confusing due to occasional scenes where the boy is day-dreaming about riding his horse (followed by a colt) through the sand dunes of the desert and along the waterfront.

Although the movie does not give verbal, factual information to the viewer, it would be recommended to use for several reasons. It will show children another type of Israeli lifestyle, that of a young, poor boy. He neither lives in the city nor on a kibbutz, which are the areas most of the literature presents. The film also gives the viewer a sense of the life in the city of Tel Aviv, where modern cars, buses, motorbikes, bicycles, horse-drawn wagons, and pedestrians share the busy streets. One can assume this is the very hot summer season. People are dressed in lightweight clothing which can be compared to American summer clothing.

Available: Indiana University, Bloomington

An Israeli Family, International Film Foundation, New York, 1978, 16mm, color, sound, 20 minutes.

This film illustrates the life of a city-dwelling Israeli family. They live in Rahovot. The film begins with scenes of Jewish ancestors coming to Israel. Then it moves to the school Irit attends. Irit is the single daughter of the family portrayed in the film. She is about ten years old. The scene shows a mix of the old and new. Much of the subject matter is traditional but many experiments in teaching methods are tried, such as role playing. The father, Elon, is a neurophysicist. It is emphasized that he works very hard as did his ancestors who are shown working at simple skills. The mother, Ruti, is a computer programmer. The point is made that she works, as most Israeli women do, because it is necessary for her to help support the family. Each mother must take her turn being excused from work, however, to guard at the school. Because Irit's parents are so busy, she is left on her own a great deal. She carries an apartment key on a string around her neck so she can get in after school. The film proceeds to talk about the army reserves in which Elon serves once a year for one month. It is quite expensive to live in Israel and the taxes for defense are high. We are told that many men hold two jobs. This typical Israeli family is not very religious, but they do keep many customs such as lighting Sabbath candles. They do not work or attend school on the Sabbath. It is a day that this family uses to go on outings. The family is shown visiting friends on a kibbutz. Irit enjoys looking at the animals and gets to drive a tractor. Another Sabbath outing finds the family exploring war relics. Irit rides a pony through Jerusalem, a city important to three religions. Irit and her mother visit the Western Wall, one of the most important sites for Jews. We see a Shavuot holiday celebration. People wearing costumes and flowers sing and dance. Another scene shows the family at a book fair in Mea Shevarim where the very orthodox, Hasidic Jews congregate. Books are very important to Israelis; there is a library in nearly every home. The importance of family is shown by a family reunion scene at the home of Ruti's parents. The family enjoys sharing stories over photographs of other family members. Ruti's family is of Yemenite origin. The final scene in the film shows a traditional Yemenite wedding with the bride adorned in an ornate jewelry headdress. The tremendous spirit for life the Israeli people have is felt in this scene.

This film gives a tremendous amount of information to the viewer. The film moves rather too quickly, however, to be used as is with younger students. The teacher could show the film in its entirety but should stop the projector between scenes. This will give the students a chance to respond to what they have seen and to ask questions to clarify points that were not understood. The children will probably benefit more from this film if it follows introductory studies of Israel. Then many of the scenes will show familiar sights that the youngsters will recognize.

Available: Indiana University, Bloomington

Israel's Children, Scott Education Division, Holyoke, Mass., 1972, produced by Desert Films Ltd., Tel Aviv, 6 filmstrips and 6 tape cassettes, color, each approximately 60 frames, 18 minutes, $107.00.

This filmstrip series, though recommended for principal use with intermediate grades, should not be passed over by teachers at the younger and older elementary levels. This excellent series will bring several aspects of Israeli life to light for the children and should elicit many questions and much discussion. Each filmstrip is narrated by a child as we walk through a typical day in his/her life. We are introduced to the other family members, see the child's school, and view places of interest near their home. The filmstrips included in the series are the following:

A Child of Tel Aviv
A Child of Acre
A Child of a Kibbutz
A Bedouin Child
A Yemenite Child
A Child of Jerusalem

By interspersing these filmstrips throughout the Israel study, the primary teacher can help the students to make some generalizations about being a child in Israel. Students should make comparisons to life in America and their own experiences also.

Available: Clearvue, Inc.
5711 N. Milwaukee Ave.
Chicago, Illinois 60646

RECORDINGS

Many records are available for teaching songs of Israel. Unfortunately the difficulty of the Hebrew language pronunciation makes using the records with young children difficult. The following record albums are included here because the songs are simple, with few words, and are particularly geared for use with the young child.

You'll Sing a Song and I'll Sing a Song, Folkways Records & Service Corp., New York City, 1966, one record, 33 1/3 rpm, 33 minutes, $9.98

Ella Jenkins has produced many record albums for young children to sing along with and enjoy. This particular album contains three songs which the teacher may choose to teach within the Israel unit. Shabbat Shalom is a song that welcomes in the Jewish Sabbath on Friday evening. It is sung both in Israel and the U.S.A. The song means Sabbath peace. It is very simple and the children should enjoy learning it. Non-Jewish children can discuss the fact that the Christian Sabbath begins on Sunday rather than Friday evening as the Jewish Sabbath does. The teacher should also remind the children that all the people who live in the land of Israel are not Jewish and that Jerusalem is important to people of many faiths. The second song, Cadima Yisroel means forward Israel. Miss Jenkins explains that the first part of the song contains the words "cadima hopoel." Hopoel means pioneer or worker. It was sung this way prior to independence. After 1947, according to Ella Jenkins, the words, "cadima Yisroel," meaning forward Israel, were sung. It is a very lively song and the children may enjoy using rhythm instruments as they sing it. The third song suggested for use is This Train. It is a spiritual that sings of boarding a freedom train. It probably originated at the time of black slavery in America. Children will probably find the words strange and may ask many questions. The teacher should discuss the fact that black people were slaves long ago in America just as Jews were slaves in Egypt. The other songs on the album are delightful and teachers should find their children asking to sing them over and over. A songsheet is included with the album.

Available: Beckley-Cardey
229 South Alex Rd.
Dayton, Ohio 45449
Many local libraries

Let's Sing: Songs For Young Jewish Children, Beth Am Day School, Miami, 1977, one record, 33 1/3 rpm, 43 minutes, $9.00

This album is a collection of simple Jewish songs both for everyday and for special holidays. They are sung by children of the Beth Am Day School (Miami, Florida) led by Mrs. Nancy Friedman. Most songs contain only a few words and the verses are repeated several times. The teacher can use the record to practice with as well as a back up for the songs after the children have accomplished the learning. The teacher who is teaching about the country of Israel may not wish to teach many of the Jewish holiday songs, but there are several songs which are appropriate to this unit. Kum Ba-Chur A-Tzel is a song that tells a lazy boy that he must get up and go out to work. The teacher should explain to the children that the land in Israel was neglected for many years. When the Jewish people decided to live in Israel and make it a nation where all Jews were welcome, they had to work very hard to make the land suitable to live on. No one could be lazy. Everyone had to work very hard. Hiney Rakevet is a fun song to teach. The children will learn that "rakevet" is the Hebrew word for train and the golgalim (wheels) keep going round. The children can be taught motions to this song also. Two songs included for the Tu B'Shevat holiday (Jewish Arbor Day) are also appropriate to the Israel unit. One important way that Jews continue to enrich the land is by planting trees. I Have a Little Spade is an English song that describes a child planting a tree. On the Tu B'Shevat holiday in Israel whole schools may march as a group to plant trees. The children should be able to list many reasons why trees are important and helpful to us. The teacher may wish to get permission to plant a tree in the school yard. Where this is not possible the children may do some planting in the classroom. Artsa Alinu is a lively song that calls upon people to come back to the land. Words in English transliteration and explanations of the songs are included with the album.

Available: Mrs. Nancy Friedman
8826 Monroe Ave.
Munster, Indiana 46321

FREE MATERIALS

The following free materials are available from:
Educational-Liaison Officer
Embassy of Israel
111 East Wacker Drive
Chicago, IL 60601

It is suggested that the teacher obtain these materials to gain more current information about Israel than is provided by published book material which has been reviewed. Many of the pamphlets contain beautiful color photographs which may be used for a bulletin board display or at a learning center activity area.

Kibbutz In Israel
Israel Information Centre P.O.B. 13010, Jerusalem
6 pp. 1983

This pamphlet contains 18 colorful photographs. It provides a brief but complete explanation of a kibbutz community including a discussion of agriculture, industry, living arrangements, employment, decision-making, celebrations and recreation, and volunteer and guest facilities.

Israel Past And Present
Amir Publishing Co. Ltd. 38 Reines St., Giv'atayim
2 pp. 1983

This is a two-sided map sponsored by the General Israel Orphans Home. One side provides a current map of Israel complete with markings for airports, historical sites, camping spots, National parks, and nature reserves. This side also shows a detailed map of Jerusalem. The opposite side provides a biblical-historical map of Israel.

Israel Geography
Israel Information Centre P.O.B. 13010, Jerusalem
6 pp. 1983

Eleven excellent color photographs and one map accompany the description of the geographical regions and climate of Israel in this pamphlet. The information is well written and includes descriptions of crops and products produced in each area as well as activities tourists may enjoy. Young students will be impressed with a photograph of a particularly outstanding salt formation at the Dead Sea.

Israel Flora And Fauna
Israel Information Centre P.O.B. 13010, Jerusalem
6 pp. 1983

According to the information provided in this publication, Israel is the home for over 400 species of birds, 200 mammals and reptiles and 3,000 types of plants. The reason given for this extraordinary variety is Israel's unique location and varied geographical regions. Beautiful color photos are included of various birds, plants, trees, flowers, fish, fruits, and grains. Young children should be able to recognize many species which also live in the United States.

The Agriculture of Israel
El Al Israel Airlines
15 pp. 1982

Throughout this booklet emphasis is placed on the terrific gains which have been made in Israel due to the on-going scientific research in the area of agriculture. Fourteen small color photographs are inserted between the information which is given mostly in outline form. The following six areas of interest are covered: livestock; horticulture; irrigation; settlements and cooperative regional enterprises; and research.

The Moshav
Israel Information Centre P.O.B 13010, Jerusalem
6 pp. 1982

The moshav is described here as another method of cooperative farming. It differs from the kibbutz in that families work their own land but share equipment and market their harvests through the moshav cooperative organization. Each family on the moshav leases its land from the national land authority. A description of family life on the moshav is provided and includes a discussion of the quality of life, said to be characterized by a spirit of community. Information is also provided about the following: administration, planning, organization, and economic viability. According to this publication the moshavim produce almost half of the country's food output and half of its agricultural exports.

A Visitor's Companion: Israel
Israel Ministry of Tourism, Jerusalem
48 pp. 1982

This booklet is produced for the use of tourists planning to visit Israel. It gives an abundance of information on many facets of Israeli life. The teacher should definitely make use of this booklet to give a current-day prospective to the Israel study. The information provided is very extensive.

ISRAELI TRADE With U.S.A. & CANADA
U.S.A. & CANADA P.O.B. 11586 Tel Aviv
56 pp. n.d.

This magazine is a compilation of advertisements for Israeli businesses. Many advertisements show black and white or color photographs of the products. Students may cut out the pictures and make a collage of things made in Israel. There is a business reply card provided in the magazine so that readers can obtain additional free information on any of the specific products included in the magazine. Some of the pictured products include the following: rubber products; an electronic hot drink dispenser; several types of telephone electronic equipment; tires; diamond-coated tools; car upholstery; hand saws; hydraulic equipment; candy; gourmet turkey products; wine; pharmaceuticals; alarm systems; computers; and irrigation systems.

The Story of Israel
Embassy of Israel, Washington, D.C.
20 pp. 1979

This booklet, drawn and written by Ranan Lurie, is recommended for youngsters aged eight to fourteen. It is believed that younger, primary students can enjoy it, also, if the teacher reads through it and condenses the story prior to reading it aloud. The teacher may also wish to break the story into parts to be shared in several sessions. The students may take turns illustrating the story as the teacher reads it. The illustrations could be bound together to make a classroom Israel Story book to be placed with other materials for students to use independently. The story is written in a simple, easy to understand manner with small pictures drawn in to replace several words on each of the large pages. Four larger drawings are also provided. The larger drawings show Mugrabi Square in Tel Aviv, the dike built into the sea at Ashdod, a kibbutz, and the modest home of the President of Israel in Jerusalem. The words and music for the National Anthem, Hatikvah, conclude the booklet.

Science In Israel
Israel Information Centre P.O.B. 13010, Jerusalem
6 pp. March 1980

A blazing orange and gold sun against a sea-blue background provides an exciting cover sheet for this pamphlet. Exciting also describes the state of science research in this small country. Ten informative color photographs illustrate this well written pamphlet. Each section gives highlights of the gains made in Israel to date and discusses on-going research planned for the future improvement of the state. The areas addressed include the following: science in agriculture; solar energy; water; medicine; investment in scientific research; and Israeli science and the world.

Facts About Israel: Geography
Israel Information Centre P.O.B. 13010, Jerusalem
22 pp. 1978

This booklet, which discusses the geography of Israel, is illustrated with eighteen black and white photographs and contains an average daily minimum and maximum temperature chart and an average annual rainfall chart. Specific facts are included on the following topics: population; the coastal plain; mountains and deserts; valleys; rivers, seas and water sources; flora and fauna; and natural resources. The teacher should share the photographs with young students as they are more current than most of the book resources. Some include Israeli citizens as well as places, which should make them seem more "real" to youngsters. One photograph, in particular, which should impress young children shows the laying of giant pipes for the National Water Carrier Irrigation system. The children can compare the size of the pipe with workers standing in the dug-out trench. There are three other booklets printed in this Facts About Israel series. One covers history, one government, and the third gives information on education. The series is recommended to add to the teacher's information bank and the photographs, although black and white, should be interesting to students.

Israel - Land and Nature
Society for the Protection of Nature in Israel Tel Aviv
pp. 129 Spring 1984

This Journal is published quarterly by the Society for the Protection of Nature in Israel. This issue includes feature articles on bird migration over Israel, man-made underground tunnels used during historical wars, a discussion of windmill power, a proposed nature reserve, and earthquakes in Jerusalem. Several black and white photographs are included. This publication may not be extremely useful to the actual classroom activities but the teacher may request a copy to add to his/her Israel information resource bank. The cover and closing photos are in color and are quite striking. They would be suitable bulletin board material.

Israel On View
Published as a Special Supplement by "Newsview," Israel's Independent English Language Weekly
6 pp. n.d.

The articles in this flyer are brief, but provide interesting information and beautiful, large color photographs. This particular issue deals with water conservation, current medical research, computerized cotton growing, and wine production.

BOOKS FOR AN INTEGRATED CURRICULUM

ELSA Z. POSELL A New True Book Deserts
48 pp. Children's Press 1982 ISBN 0-516-01613-X

Children at the first through third grade levels will enjoy reading this book independently. The table of contents lists five chapters as well as a desert vocabulary section and an index. A general description of deserts comprises the first chapter. Five beautiful color photographs of different types of deserts are included. Desert animals with their special characteristics are described next. Special emphasis is given to the camel, an animal which most children readily recognize. Beautiful desert cacti are shown and their special growing characteristics are discussed. Most people cannot live in deserts but there are some nomads who survive in the desert by moving from place to place. Irrigation canals and wells are shown in desert spots where people have decided to change the desert environment. Posell concludes her book by stating that we can gain things from the desert if we use the desert wisely.

Although none of the photographs included in this book are described as sites in Israel much of the information included is true for the desert areas of Israel. The pictures are bright and colorful and have been placed appropriately on pages adjacent to the text which describes them. Many of the books which give general information about Israel give few desert characteristics. The primary teacher should be certain to include A New True Book Deserts in a study of the country of Israel.

CAROLINE ARNOLD How Do We Travel?
32 pp. Franklin Watts 1983 ISBN 0-531-04507-2

This gook depicts various modes of travel which are common to the U.S.A. It is written at the second grade reading level. The book begins by listing places people need to go and listing things that need to be transported. Types of roads are described as well as bridges, harbors, and airports. A bit of the history of travel is given and then the separate units begin. The units include bikes and motorcycles, cars and trucks, buses and trains, boats, and airplanes and helicopters. Each section is illustrated by several black and white photographs which are sure to spark the interest of young readers.

Every young child has had travel experience if only around his/her own city or town. Many modes of transportation illustrated in this book may be familiar to the child because of television viewing. The teacher may use this book to show children that the modes of travel in the United States and Israel have many similarities. The teacher should point out the size difference between Israel and the U.S. and ask the children if that difference would affect the way people choose to travel in each country.

E. BOYD SMITH The Farm Book
55 pp. Houghton Mifflin 1982 ISBN 0-395-32951-5

The Farm Book was first published in the year 1910. The Houghton Company reviewed it and decided that it was appropriate to republish the book for the company's 150th anniversary year. The book gives a view of farm life at the turn of the century. Illustrations include detailed color drawings, black and white sketches, and scenes in silhouette. The author paints a true picture of the history of farming. The story is told through a visit by Bob and Betty (city children) to their Uncle John's farm. The visit begins in the Spring and ends at wood-cutting time in the Fall. The children learn that farming is hard work, and they also see the satisfaction gained from the work. The wonders Betty and Bob discovered and marvelled at on the historical farm are the same ones that children of today would be fascinated by if they were to visit a modern farm. The work has been made easier by modern machinery of course but the same chores still exist today. Sections of the book include the following: Plowing, Sowing The Seed, Down In The Chicken Yard, Milking, Sending The Milk To Town, The Dairy, In The Garret, Harvesting, The Gristmill, Going To Market, Sunday, and Wood-Cutting.

The teacher of kindergarten and primary children should not omit this intermediate level book from the classroom farm study. Young children seem to be particularly curious about the way things "used" to be done. This book is an excellent resource to use to compare modern American and Israeli farming techniques to the methods used before the age of machinery. It is recommended that The Farm Book be included in a pre-field trip study of farm life. Children will enjoy comparing the modern farm they visit to Uncle John's turn of the century farm.

Reviewed in: Nation 91:555, December 8, 1910.
New York Times 15:718, December 17, 1910.

BOBBIE KALMAN Early Village Life
64 pp. Crabtreee Publishing Company 1981 ISBN 0-86505-009-0

Early Village Life is an excellent resource tool for intermediate grade children who wish to learn more about the people who came to settle in America two to three hundred years ago. The book is printed on manilla-colored paper and uses brown print. The color choice lends itself to the historical theme. Most illustrations are drawings; however, some are photographs of people taken in recreated historical settings. Each page contains at least one illustration and many use two or three. The book begins with a contents page that lists thirty topics on settler life. It also contains a glossary and an index page. Each topic area is discussed in a few brief paragraphs and illustrated. Some of the topic areas include the following: sharing resources; log cabins; self-sufficiency; the gristmill; school; blacksmith; metal workers; craftspeople; inns and taverns; Winter activities; and grandparents. After reading Early Village Life children should have a better understanding of the hard life settlers had in early America.

Although this book is intended for older children it is believed that primary grade youngsters will also appreciate it. It seems that young children are fascinated by the way things used to be done. The book is too lengthy to be used in its entirety at one sitting; however, most of the information given would be understood and enjoyed in the primary classroom. The teacher should discuss the fact that America was declared an independent country over two hundred years ago and Israel has been an independent country for less than forty years. Children should be able to discuss the modern conveniences that Israeli people had when their country became independent and compare and contrast life to early American settler life. They may need to be given a frame of reference. For example, their grandparents were living forty years ago. A comparison may be drawn between the American settlers clearing forests and the Israeli people planting forests.

SYDNEY TAYLOR All-Of-A-Kind-Family
189 pp. Pollett Publishing 1951

All-Of-A-Kind-Family is the first of a series of four books written about a Jewish family who liyes on the Lower East Side of New York City. The story takes place in the early 1900s. The family is made up of five little girls, Mama, and Papa, who is a junk dealer. The book portrays a warm and caring family. Although they have little money they enjoy each other and find happiness in their everyday life. Readers get a look at an old-fashioned grocery store, complete with cracker barrels run by the storekeeper, Mr. Basch, who wears a skullcap or yamulke and speaks only Yiddish. Although the illustrations are few and are done in black and white they are well done. The double page spread that shows Mama and the girls shopping in the busy street filled with push carts truly gives the reader the feeling of the hustle and bustle. Jewish holidays as well as the Fourth of July are celebrated. Fourth through Sixth grade children will enjoy reading this and younger children will enjoy having it read aloud to them.

It is believed that primary grade Jewish children will enjoy having this read aloud to them. All-Of-A-Kind-Family provides some knowledge of historical Jewish families which should be of interest to them. The holiday preparations and celebrations will be compared to the ones held today in America and Israel as well. Some children may be able to compare New York of the 1900s to New York of 1984. Young children may be surprised to hear a book about a Jewish family. Kindergarten youngsters may not even know that fictional books about Jewish families exist.

Reviewed in: Booklist 48:150, December 15, 1951.
Bookmark 11:61, December, 1951.
Chicago Sunday Tribune p 6, November 11, 1951.
Library Journal 76:2014, December 1, 1951.
New York Herald Tribune Book Review p 10, November 11,
Saturday Review of Literature 35:37, January 12, 1952.
School & Society 74:238, October 13, 1951.
Wisconsin Library Bulletin 47:260, November, 1951.

ANNE SIBERELL HOUSES Shelters from Prehistoric Times to Today
32 pp. Holt, Rinehart and Winston 1979 ISBN 0-03-044656-2

Anne Siberell has done an excellent job of illustrating and describing houses from cave dwellings to modern day solar heated homes. Children in the intermediate grades could use the book independently. She explains the necessity for shelters and how various environments affected the type of shelters people built. The black and white drawings are highlighted in bright orange. English castles are illustrated as well as pueblos made of adobe, Pilgrim wood houses with thatched roofs, log cabins, skyscrapers, and underground solar houses. Materials used in modern structures are discussed also.

The primary teacher should introduce this book after the Israel unit has begun and children have had the opportunity to view pictures of historic sites as well as modern sites of Israel. Even children in kindergarten should be able to compare and contrast the historic ruins and modern buildings. A comparison could also be made between American homes and Israeli homes. The teacher should note the abundance of apartment buildings and scarcity of single family dwellings in Israel if the children do not mention it. The children can be asked to speculate on the reasons for this.

Reviewed in: Booklist 75:1630, July 15, 1979
Hornbook Magazine 55:551, October 1979
Kirkus Reviews 47:858, August 1, 1979
Publishers Weekly 45:56, May 28, 1979
School Library Journal 26:121, September 1979

NORMA SIMON All Kinds of Families
34 pp. McLeod 1976 ISBN 0-8075-0282-0

Children and adults alike who read this book (reading level Grades 1-2) or have it read to them cannot help but get a good, warm feeling about the group of people called a family. As the title indicates there are many combinations that make a family. Norma Simon describes a family as people who belong together. The people in the families, illustrated in detailed black and white as well as color drawings by Joe Lasker, are shown having fun times and sad times together. A family can be a mother with children, or a father with children, or grandparents with grandchildren. They live, love, work and share together. Relatives such as aunts, uncles, and cousins are included also. The book is reassuring when it explains that families last a long time. Despite new babies who are born or adopted, people dying, and other changes that occur, families go on. Families tell stories about each other. They are told over and over from grown-ups to children. When the children grow up they will tell them to their children. The positive value of a family comes through on every page of this meaningful book.

Several ethnic groups are included in this book. The text does not label the groups, but the illustrations include people of many colors, nationalities, and ethnic groups. The point can be made that a family is special for many reasons, and the reasons are the same whether that family lives in South Bend, Indiana, or Tel Aviv, Israel. One of the daily morning prayers recited by Jews each day describes the way the Jewish religion has stayed alive. The Torah (Bible) was given to Moses, and he gave it to the rest of the Jewish people, and those people in turn told their children, and when those children grew, they told their children. It is quite possible that the children in a Jewish day school class will bring up this point even before the teacher when the book talks about families telling stories. The point could be made that without this unique unit called a family the Jewish religion would not have survived.

Reviewed in: Booklist 72:1271, May 1, 1976.
Center for Children's Books, Bulletin 29:
Science Books and Films 12:208, March, 1977.
School Library Journal 22:54, May, 1976.
Wilson Library Bulletin 51:79, September, 1976.

DR. ARNOLD L. WILLEMS Let's Discover People and Customs
79 pp. Raintree 1981 ISBN 0-8172-1764-0

This is a book which is beautifully illustrated with colorful photographs as well as bright, clear drawings. Although written at the third grade reading level young children cannot help but be interested when it is read to them. "The Where People Live" section includes cities, towns, and villages. The book shows single family dwellings of eleven different types as well as variations of apartment buildings. A cut away drawing of a house is included which shows electrical wiring, water pipes, and drains. Even a home of the future is suggested. Other broad topic headings include Going to School, Food, Clothes, Religion, and Customs around the world. Each section is complete with a variety of photos with clear text explanations. A glossary is included as well as several suggestions for further reading and a set of questions to think about for each unit.

There is so much information packed into this book that it would not be recommended for use with young children in its entirety (at one sitting). Each content unit could be used as a taking-off spot for a lengthy teacher developed unit. Although Israeli and American children are not shown juxtaposed in all the content areas the teacher can easily pull the comparison and contrasts to them into the text provided. The unit on clothing provides a section on uniforms. Reasons for wearing uniforms could be discussed. The book is so well done that each teacher will find that many sections lend themselves to promoting further study.

Reviewed in: Curriculum Review 20:263, June, 1981.
Science Books and Films 17:89, November, 1981.

DR. ARNOLD L. WILLEMS Let's Discover What People Do
77 pp. Raintree 1981 ISBN 0-8172-1766-5

This is another book included in the Let's Discover series. As in the book on people and customs the illustrations again are marvelous. Some photographs of workers are shown along with several full color spreads which have been drawn. Some drawings are quite detailed. Although some children are not interested in detail, others are fascinated by it and will want to discuss each facet they discover in the pictures. An example of one such drawing is a farm in the "Working On The Land" unit. The double page spread illustrates potato harvesting, a dairy worker, sheep shearing, fruit picking, a blacksmith, fence repairers, a veterinarian, the farm manager, the farm office, a farmhouse, a silo, cropspraying, haymaking, and a truck collecting milk. The units of study included in the book are Working In Shops, Working On The Land, Working At Sea, Building and Construction, Factories And Offices, and Services. A glossary, further reading suggestions, questions to think about, and suggestions for projects complete the book.

For use in the Kindergarten this book would best be used one unit at a time. Teachers and children alike discover many areas that raise further questions they would like answered about the various occupations and places of business. Many job illustrated are those which people hold in almost every community. Therefore, many jobs included can be discussed from an American as well as Israeli standpoint. After a classroom study field trips to see actual people at work would certainly be in order.

RUTH THOMSON Understanding Farm Animals
32 pp. Usborne Publishing Ltd 1978

This book is intended for readers in the intermediate grades. Its 32 pages are packed with detailed information and marvelous color illustrations. The contents include the following: Farms and farming; Cattle; Pigs; Chickens; Turkeys; Ducks and Geese; Poultry; Sheep; The Sheep's year; Goats; Horses; Identifying farm animals; and an Index of books to read. The Book begins with an explanation of where farm animals come from. After this brief history about taming wild animals, suggestions are made for making a farm scrapbook after a trip to visit a farm. Safety do's and don't's are included in the form of comic strips. Each section on a specific animal gives a fully illustrated explanation about how the animal lives from birth to adulthood. Facts about shelters, eating habits, sleep, play, and reproduction are included.

A kindergarten or primary grade teacher may not wish to use all the information provided in this book, but it certainly should be included in a farm study. The primary level science curriculum in most schools includes, in some respect, a study of farming and farm animals. It seems that young children are particularly excited about animal babies. Many questions commonly asked by the children are answered in this book. The use of this book should be guided by the children's particular interests. This book would be an excellent resource tool to use prior to a farm fieldtrip. It is believed that even kindergarten children could use the suggestions given for a farm scrapbook. The book could be tied in to the Israel study by reminding the youngsters that Israeli children also study about farm animals. The children might make assumptions about the care of animals on a kibbutz in Israel. Specific information might be gained about animals on an Israeli kibbutz by obtaining addresses and writing a letter to Israeli school children.

SUMMARY

Although adult books rarely have a place in the kindergarten or primary classroom, it is believed that those included in this collection can be useful. After reading the text of Israel (Luth 1960) there will be no doubt in the teacher's mind that he/she has chosen to introduce one of the most fascinating countries on earth to his/her students.

The text of The Israel I Love (Calef 1977) does not compare to the commentary by Luth but the picture collection it provides is far superior to any found in the books printed for children's use.

Six books were written at the kindergarten and primary level. Take A Trip To Israel (Rutland 1981) is the most current in this group. It is a good choice to use to introduce Israel to young children. The text is brief and the color photographs should hold the children's interest. Rutland gives youngsters a look at several aspects of life in Israel.

Four of the five additional books located at this level deal with a kibbutz child. Miriam Lives In a Kibbutz (Edwardson 1969) gives the most complete picture of kibbutz life. It should elicit a good discussion as youngsters empathize with the five year old Moroccan girl who is taken directly from the airport and deposited in the children's house on the kibbutz, away from her parents. First grade children might prefer A Week In Hagar's World: Israel (Reit 1969) which also provides many details about kibbutz life. Hagar attends the first grade where she learns to read and write Hebrew, just as American Hebrew Day Schoolers do.

One will find more books available for the intermediate grades

than for the primary grade level. A Picture Book of Israel (Adler 1984) is the most current in this group. It is quite similar in format to Take A Trip To Israel (Rutland 1981). However, it includes many more pictures and includes more information about geography of the state. The pictures do not distinguish this book as new. Many photographs are the same as those included in many older books.

Looking At Israel (Rutland 1979) contains seventeen units covering topics from four thousand year old history to the homes and foods of modern Israel. The kindergarten or primary teacher could expand on one unit at a time. The text is quite appropriate for the younger children. It is highly recommended for conveying many interesting facts and details of everyday life.

Exploring Jewish Holidays and Customs (Stern 1981) is mainly a general handbook about Jewish life, not necessarily Israeli life. It does, however, contain an excellent picture collection of holiday celebrations in Israel. Young students may be surprised to learn that the celebration of Chanukah in Israel parallels the celebration of Christmas in the United States.

The most outstanding book reviewed at this level was Israel (Zohar 1977). It is considered to be one of the best trade books included in this collection. The color photographs appear to be more recent than those included in any other book reviewed. Zohar makes the people and places of Israel come alive for the reader. In addition to using photographs to illustrate the text, Zohar includes numerous maps, charts, and graphs. Kindergarten

and primary teachers will find many sections of the book appropriate for young children.

The Jewish Preschool Teachers Handbook (Furfine and Cohen-Nowak 1981) provides an outline for an Israel study unit recommended for preschoolers. The program suggested is easily adapted for the kindergarten or a primary level class. Children "experience" Israel through a series of hands-on activities in which they role play tourists traveling to Israel.

The Israel Ditto Pak Grades K-3 (Borovetz 1983) provides the teacher with a variety of simple art activities. The activity sheets are not constructed from a religious perspective. They simply give children insight into the people and places of Israel. Activities include a look at Israel's airline, bus system, and coins. The children will be proud to take finished products home and share their new knowledge.

Israel Activity Kit Level One (KTAV 1979) contains activities similar to those provided by Borovetz. The illustrations are not as detailed, however, and copying for students' use is more difficult. A dry process copier must be used and many sheets will not fit on one sheet of paper. A teacher who chooses to use both books will have activities for an extensive and complete study. They should be used along with other trade book materials so that students also see actual photographs of the country.

Teachers should choose some of the non-print media to enhance the study of Israel. No films specifically recommended for young children were located. The films included in this collection

are considered to be appropriate for use with kindergarten and primary children not as introductory materials, but as culminating resources. Children are excited when they recognize places and things on film that they have previously studied. Both films reviewed, about the kibbutz, were very informative. It is believed that Israeli Boy: Life On A Kibbutz (Encyclopedia Britannica Educ. Corp. 1973) will be a bit easier for young students to relate to due to the fact that the narration is done by a boy who actually lives on the kibbutz filmed.

An Israeli Family (International Film Foundation 1972) shows city life through the story of a young girl. Orthodox Jews may object to it due to activities that take place on the Sabbath.

The six filmstrips that compose the Israel's Children (Desert Films Ltd. 1972) set should be used in their entirety so that young children do not stereotype Israelis as only living one certain way. It seems that primary level books put an emphasis on kibbutz life. Teachers may have a tendency to spend more time studying life on the kibbutz with younger children because American farm life is a common topic in the social studies curricula for young children. Teachers should make children aware that only a small percentage (three to four percent) of Israelis live on kibbutzim. The filmstrips provide natural pauses by breaking up the children's dialogue with Israeli music. The filmstrips should elicit many questons and comments from young viewers.

No study of a foreign country would be complete without the

use of music. Let's Sing: Songs For Young Jewish Children (Beth Am Day School 1977) provides several songs about the land of Israel as well as other simple songs that young Israeli children sing. Most songs are repeated two or three times on each band which facilitates teaching.

The teacher can obtain the most current information available on Israel by sending a request for some of the free materials. The best collection can be obtained by being specific in one's request letter about the type of information being sought. The intended use should also be included. A Visitor's Companion: Israel (Israel Ministry of Tourism 1982) should be at the top of one's request list. It will answer many questions children may have that cannot be answered through the use of the trade books. It includes a description of how the whole country stops operation for the Sabbath, from Friday noon until Saturday evening. Young Jewish children will find this in definite contrast to the Jewish Sabbath in America. The free materials will provide an abundance of excellent color photographs which can be used in a variety of ways.

Marvell Ginsburg includes the following comments in her teaching guide.

> The implicit or explicit hypotheses upon which synagogues and temples have based decisions to sponsor daily nursery schools are generally those which assume that a program of early childhood education in which general and Jewish content are successfully integrated does affect the child's valuing of his Jewishness. The belief is that such programs help the young child to establish Jewish identity when there is none, ... or they reinforce and/or enrich his evolving self-concept which

> includes his Jewish identification. It is furthermore believed that a strong, positive sense of Jewish identity is necessary for strengthening the young child's healthy pscho-social development. Such a healthy, self-assured individual who is comfortable with himself as American and Jew can contribute more fully to the mainstream of American life and the Jewish community as well. (Ginsburg 1970)

The importance of an integrated curriculum is also upheld by Hebrew day school educators at the elementary level. It is believed that children should be exposed to trade materials that deal with other peoples in the world so that they can get a perspective on aspects of living which are common among people of Israel and people of other countries as well as aspects of Israeli life that are unique to that country. . .

Let's Discover What People Do (Willems 1981) combines photography and drawings to illustrate jobs that people hold universally all over the world. Another book in the same series, Let's Discover People and Customs (Willems 1981) does a beautiful job of presenting such topics as food, shelters, clothes, religions, and customs around the world.

All Kinds of Families (Simon 1976) does an excellent job of describing the specialness of a family unit. Simon acknowledges the fact that all families are not made up of the same members. An explanation of the continuation of families regardless of births and deaths occurring is included also. Death is an issue which is being dealt with more and more in children's literature today. Simon handles it in a non-frightening, matter of fact manner.

Early Village Life (Kalman 1981) will afford the teacher an

opportunity to discuss the early settlers of America. One section deals with cutting trees down. This part of settling America is in direct contrast to the tree planting and reforestation which was necessary in Israel and is still going on today.

A New True Book of Deserts (Posell 1982) contains beautiful color photographs depicting desert animals, cacti, wandering nomads, and irrigation. Posell states the belief that we can gain things from the desert environment if the land is used wisely. The kibbutzim in the Negev certainly are proof of this fact. Young children should be made aware that the United States also has some desert areas.

CONCLUSIONS

The kindergarten and/or primary grade teacher who has chosen to teach young children about Israel will not find many resource materials suggested or written for that age child. The Subject Guide To Children's Books In Print (Xerox Corp. 1983) lists only eight books under the heading "Israel." Just one of the eight is for primary children.

The Jewish Preschool Teachers Handbook (Furfine and Cohen-Nowak 1981) provides an extensive secular and Hebrew bibliography for preschool and kindergarten. Most headings included are followed by twenty to thirty suggested resources. Under the heading "Israel" one finds four.

Two directors of Jewish education resource centers were contacted. Each of them responded that they knew of little resource material published for use with the young child.

It is hoped that the teacher of the young child will not omit the Israel study unit due to the difficulties encountered in searching for materials. The Israel Ditto Pak Grades K-3 (Borovetz 1983) is quite reasonably priced. It is highly recommended to persons with little knowledge about the country. The ditto pak can serve as a stepping-off point for many lessons through which children will gain knowledge.

One must be willing to do some adapting of materials to make them suitable and understandable for the young child. It is believed that young children can gain much information about the country Israel and its people if teachers provide appropriate resource materials along with meaningful hands-on activities.

RECOMMENDATIONS

It is recommended that:

1. More trade books be published at the kindergarten through primary grade level on the subject of Israel.
2. When teaching kindergarten and/or primary grade children about Israel one should choose a variety of trade books and other materials. This will facilitate the understanding that a diversity of people and places make up the country Israel.

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All professional experience has been gained in Jewish day schools. Kindergarten and Grade One were taught from 1976 to 1979 at the Hebrew Academy of Northwest Indiana, Hammond, Indiana. From the Fall of 1979 to the present, experience has been at the South Bend Hebrew Day School, Mishawaka, Indiana. Four-year-old nursery through grade one has been taught.

The day school has lengthened the Kindergarten program to a full day this year. There are objectives to be met in each area of the curriculum, but they are broad and generalized. No social studies texts exist. Gathering an abundance of resources in this area should serve to enhance not only the Kindergarten curriculum but the entire school curriculum in this area.